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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with the following topics: (1) confrontation between public school teachers and their employers, (2) President Jimmy Carter's communication with the black electorate, (3) public communication channels regarding school closings, (4) factors in school principals' decision making, (5) informal communications in agricultural research, (6) negotiation competence, (7) leadership theory in decision making groups, (8) group interactions during a teachers' strike, (9) communication between boards of education and certified staff, (10) the relationship between hospital communication and physician commitment, (11) communication between Army Procurement Office supervisors and subordinates, (12) physician and widow communication, (13) relationships among principal learning and communication styles and teacher learning styles, (14) human relations training influences on adult communications in a hospital setting, (15) successful superintendent to principal communications, (16) police-media relations, (17) verbal interaction in supervision, (18) rhetorical sensitivity in decision making groups, and (19) the communications of the faculty of a multicampus university. (CRH)

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Abstracts of the following dissertations are included in this collection:

Amrein, Russell Joseph
A LONGITUDINAL CASE STUDY OF A DISCUSSION PROCESS

Baker, Mary Alice
A CASE STUDY IN RELATIONAL COMMUNICATION: JIMMY CARTER AND THE 1976 BLACK ELECTORATE

Behnke, Shirley Ann
INFLUENCE OF SCHOOL COMMUNICATIONS UPON PARENTS AND NON-PARENTS IN SCHOOL CLOSING CRISES

Behrens, Otto John, Jr.
THE RELATIONSHIP BETWEEN GROUP PRESS AND LEADER NEEDS AND LEADER DECISION-MAKING BEHAVIOR USED IN THE SOLUTION OF GROUP PROBLEMS

Curvo, Placido Flaviano
ANALYSIS OF THE INFORMAL COMMUNICATION PATTERNS AMONG PROFESSIONALS IN AGRICULTURAL RESEARCH AND EXTENSION SERVICE ACTIVITIES

Diez, Mary Elizabeth
NEGOTIATION COMPETENCE: INTERPRETING SITUATIONAL DIFFERENCES IN CODE CHOICE

Gero, Anne
IMPLICIT LEADERSHIP THEORY IN DECISION-MAKING GROUPS

Gove, Susan Edna
A CASE STUDY: GROUP INTERACTIONS DURING A PENNSYLVANIA TEACHER STRIKE

Hamil, Danny Duane
AN INVESTIGATION OF COMMUNICATION TECHNIQUES UTILIZED BY SELECTED BOARDS OF EDUCATION WITH CERTIFICATED STAFFS

Heine, Richard Peter, Jr.
THE RELATIONSHIP BETWEEN HOSPITAL COMMUNICATION AND THE COMMITMENT OF THE PHYSICIAN MEDICAL STAFF

Kimmel, Henry Steven
RELATING COMMUNICATION TO THE ATTAINMENT OF ORGANIZATION GOALS: A STUDY OF ARMY MATERIEL PROCUREMENT OFFICE SUPERVISORS AND SUBORDINATES

Kreuger, Larry Willard
PHYSICIAN AND WIDOW COMMUNICATION: A PHENOMENOLOGICAL INVESTIGATION

Laffey, Mary Alice
THE RELATIONSHIPS AMONG PRINCIPAL LEARNING STYLES AND PRINCIPAL COMMUNICATION STYLE

Lutz, Madeleine Anne
INFLUENCE OF HUMAN RELATIONS TRAINING ON ADULT COMMUNICATION IN A HOSPITAL SETTING

Rapacz, Daniel Chester
DIMENSIONS OF SUPERINTENDENT-TO-PRINCIPAL COMMUNICATION PRACTICES IN SELECTED SCHOOL CORPORATIONS IN INDIANA

Reese, William Leon
POLICE-MEDIA RELATIONS

Rickards, Larry David
VERBAL INTERACTION ANALYSIS AND PERSON PERCEPTION IN COUNSELOR SUPERVISION

Rybacki, Donald Jay
VARIATIONS IN THE PATTERNS OF RESPONDENT EXPRESSIONS OF RELATIONAL CONTROL AS A CONSEQUENCE OF DIFFERENCES IN RHETORICAL SENSITIVITY AMONG THE MEMBERS OF DECISION MAKING GROUPS

Uncapher, Barbara W.
COMMUNICATION PATTERNS, COMMITMENTS, AND SATISFACTIONS OF FACULTY IN A GEOGRAPHICALLY-DIVIDED MULTI-CAMPUS UNIVERSITY

A LONGITUDINAL CASE STUDY OF A DISCUSSION PROCESS

Order No. DA8325323

AMREIN, RUSSELL JOSEPH, PH.D. *Saint Louis University*, 1983. 602pp.

Each spring and early fall a rash of confrontations between public school teachers and their employers seems to surface. This adversarial relationship, which seems to culminate in a public exchange of angry charges and countercharges, often focuses on the terms of employment and the subject of wages.

This dissertation examines a series of discussions and selective forces that appear to influence the process. The legal framework is reviewed and the local environ is described. Each phase of a particular discussion process is then assiduously chronicled over a two-year period. Concomitantly the significant forces that appear to influence the participants in the formal discussion phase are identified and examined.

This method was chosen as a vehicle to elucidate each significant event as well as to permit the reader to experience the ambience in which the process evolves.

A CASE STUDY IN RELATIONAL COMMUNICATION: JIMMY CARTER AND THE 1976 BLACK ELECTORATE

Order No. DA8407505

BAKER, MARY ALICE, PH.D. *Purdue University*, 1983. 371pp. Major Professor: David M. Berg

Former Governor Jimmy Carter of Georgia spent twenty-two months stumping for the presidency. Two factors characterized Carter's candidacy as unique: his expressed desire to form an "intimate, personal relationship" with the voters, and the unusually strong support which he received from the black electorate. This study, therefore, sought to explain the nature of the relationship between Carter and the black electorate and the role played by communication in its formation. To do so, a model of relationship development was created from various theories of interpersonal communication. This was utilized to analyze ten public messages from Carter to black audiences and two hundred messages from blacks to, or about, Carter. These messages were organized into pre-convention and post-convention categories and then examined for evidence of impression formation, similarity of attitudes, substantive and interpersonal needs, trust, self-disclosure, openness, and commitments.

Results indicated that message from both Carter and blacks closely correspond to communication practices associated with the stages of the formation of personal relationships. Contrary to the expected outcome, however, substantive needs were emphasized by both Carter and blacks more frequently during post-convention messages.

In addition to an analysis of messages, historical data, drawn primarily from the personal files of Ben Brown, Carter's Deputy Campaign Manager, provided evidence for understanding the climate and context of the Carter-black relationship. Findings suggest that Carter and the black electorate did form a close relationship that was based on: (1) similar cultural backgrounds; (2) similar religious views; (3) Carter's civil rights record as Governor of Georgia; and, (4) the black electorate's pragmatic choice based on a comparison level of alternatives. Carter and the black electorate formed their relationship in three ways: (1) Carter's outreach to the black community through his public messages in their churches and personal visits to their homes; (2) extensive groundwork by black surrogates; and, (3) timely endorsements by the wife and father of civil rights leader, Martin Luther King, Jr., and other prominent black leaders.

Suggestions for future research include recommendations for examining dyadic, organizational, and political communication using an interpersonal communication relationship model.

INFLUENCE OF SCHOOL COMMUNICATIONS UPON PARENTS AND NON-PARENTS IN SCHOOL CLOSING CRISES

Order No. DA8403485

BEHNKE, SHIRLEY ANN, PH.D. *The Ohio State University*, 1983. 207pp. Adviser: Professor I. Keith Tyler

This study developed a model for assessing the relative effectiveness of varied communication channels in informing the concerned public with regard to such issues as school closings. This was a descriptive survey research of a comparative nature in a suburban school district that is faced with school closing issues. The target population included the adult heads of household in Upper Arlington, Ohio, where the school district is considering the closing of two elementary schools because of declining enrollment. The size of the sample was 151, including 67 parents of public school children and 74 non-parents of public school children.

The data revealed a wide range of differences in the exposure and impact of communication sources by respondents, and these differences were placed in rank order. Therefore, communication channels that have a greater amount of exposure and level of impact could be identified.

Thirty-two communication channels by which respondents gained news about the schools were identified. They were designed to measure both the exposure and impact of various communication sources.

Both parents and non-parents agreed that the local weekly community newspaper had the greatest exposure and impact on their views about schools. However, there were only six communication sources for which there were no statistically significant differences between the two groups. Parents were more likely to depend on a school newsletter and their own students for information, while non-parents considered a daily newspaper second in importance to the weekly newspaper.

The findings showed a very strong relationship between the amount of exposure to a communication source and the amount of impact that source had on the respondents' views.

The communication model that was designed to appraise the communication channels by which citizens inform themselves about school closing decisions was determined to be a valid and reliable instrument to use to assess such information.

Based on the findings, respondents who reported themselves to be familiar with the schools and satisfied with the amount of school news they were receiving still expressed a need for more specific information about school closings.

THE RELATIONSHIP BETWEEN GROUP PRESS AND LEADER NEEDS AND LEADER DECISION-MAKING BEHAVIOR USED IN THE SOLUTION OF GROUP PROBLEMS

Order No. DA8325861

BEHRENS, OTTO JOHN, JR., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 114pp. Chairperson: Carl J. Schaefer

The purpose of the study was to investigate the direct and contingency relationships among the variables of school environment, personal attributes of school principals and the principals' leader decision-making behavior. The study was undertaken in an attempt to shed light on the antecedents of the school principal's decision-making behavior. Normally, behavioral antecedents have not included those of the environment.

The subjects were randomly selected schools in the central, Southern Tier of New York State. The schools were quite small--fewer than 25 faculty members. In all 21 principals and 358 faculty participated in the study.

The correlational method was used. Both the bivariate and multivariate relationships among the variables were investigated. The Work Environment Scale (WES) (Moos & Insel, 1974) measured the

independent variables. Form R was completed by the faculty and Form I was completed by the principals. The dimensions measured were Involvement, Peer Cohesion, Supervisor Support, Task Orientation, Work Pressure, Clarity and Control. The dependent variable, leader decision-making behavior, was measured using the Preferred Level of Participation (PLP) (Vroom & Yetton, 1973). This instrument measured the degree of participation extended to the faculty, by the principal, in the solution of group problems.

The analyses indicated that a greater amount of variance in leader decision-making behavior was explained by a composite of personal, environmental and interactive variables than by any single grouping of variables or single variable. A significance level of .05 was adopted. Three composite analyses were found to be significant at or beyond the .01 level and one at the .05 level. The composite of Supervisor Support (WES-R), Peer Cohesion (WES-I), and Supervisor Support (WES-I) explained 51 percent of the variance in the principal's PLP-score. Supervisor Support (Interactive) and Peer Cohesion (WES-I) explained 57 percent of the variance in the same score.

It was concluded that school principal's decision-making behavior was influenced by variables of the environment, personal needs and their interaction. It was also concluded that schools are highly relationship oriented in that no significant Task Oriented variables were found.

ANALYSIS OF THE INFORMAL COMMUNICATION PATTERNS AMONG PROFESSIONALS IN AGRICULTURAL RESEARCH AND EXTENSION SERVICE ACTIVITIES

Order No. DA8329361

CURVO, PLACIDO FLAVIANO, PH.D. *Case Western Reserve University*, 1983. 262pp.

This study concerns the informal communication patterns among professionals in a macrosystem of agricultural STI development and flow. The investigation includes researchers (generation subsystem) and state specialists, area agents, and county agents of the Cooperative Extension Service (dissemination subsystem) in one of the Land Grant Universities.

The purpose of the study is (1) to determine whether or not the informal communication relations among the groups of professionals in the macrosystem occur as formally arranged by the organization administration and (2) to study the informal unofficial key elements (high communicators) in the person-to-person communication structure.

The data were gathered through personal interviews based on a pre-tested questionnaire and the data analysis based on sociometric techniques.

Confirming what is formally expected by the organization, the state specialists and area agents had higher scores for group connectedness and communicativeness than did the other professional categories. They are the official link or liaison between the scientific and the practical worlds. They were called official high communicators. The strongest connected communication chain was that of county agent--area agent, area agent--specialist, specialist--researcher. The main avenue for vertical informal information flow occurs as formally expected.

NEGOTIATION COMPETENCE: INTERPRETING SITUATIONAL DIFFERENCES IN CODE CHOICE

Order No. DA8400551

DIEZ, MARY ELIZABETH, PH.D. *Michigan State University*, 1983. 117pp.

The study of negotiation competence as a specific subcategory of communicative competence encompasses both interpretation and production of interaction within specific situations of group agreement-making. This dissertation focuses on the ability of native speakers of English to draw upon their awareness of ranges of communicative code choice to make distinctions between interactions typifying contrasts in bargaining situations.

The ability involved in negotiation competence is conceptualized as involving three types of interaction work. Coherence work establishes the connectedness of interaction, defining the degree to which assumptions can be shared or need to be explicitly stated. Distance work creates relational aspects of the interaction, specifying goal definitions, role relationships, and social parameters. Structuring work involves larger exchange patterns within the interaction, specifying the processes of interaction as managed by the group, e.g., turn-taking procedures and acceptable means of proposal formulation. The sets of rules proposed for each type of work specify a range of communicative code choices, including linguistic and nonlinguistic elements of interaction.

An empirical study involving three excerpts of competitive bargaining interaction between two teams and three excerpts of cooperative caucus interaction within teams (both produced by professional bargaining agents of the Michigan Education Association in role-playing sessions) is reported. Subjects (n = 252), nested in a 2 x 3 factorial design, either viewed a videotape, listened to an audiotape, or read a written transcript of one of the six excerpts. All responded to 60 items on the Interpretation of Interaction Scale.

The hypothesis that there would be significant differences between the two types of interaction, regardless of the media condition, was supported by the responses to the scale items related to distance work. Responses to the items related to coherence and structuring work were less clear, suggesting that observers are less conscious of differences in connection-making and structuring, at least as related to the bargaining situation. Some differences related to structuring were found by medium, but these were unrelated to situation.

The final discussion draws together the findings of this study with previous studies of production, suggesting implications for further research.

IMPLICIT LEADERSHIP THEORY IN DECISION-MAKING GROUPS

Order No. DA8407744

GERO, ANNE, PH.D. *The University of Iowa*, 1983. 269pp. Supervisor: Professor John Waite Bowers

This study explored an implicit leadership theory in decision-making groups. A field study involving 30 professionals who formed six ad hoc groups (a leader and four members in each) met for four or five sessions to make decisions for legislative activities about their respective social-issue topics (health, adoption, women, juvenile justice, aging, and workfare). The sponsoring organization (the state chapter of the national professional organization) granted support for the research project, contingent on the participants' approval. With the participants' consent, they rated two instruments at each session (before and after) and permitted taping of all sessions.

In general, the data analysis sought an understanding of the participants' expectations of formal leaders during the decision-making group interaction. The study's guiding question read: Do participants hold the leader, more than the members, accountable for perceived path-goal progress? This focus assumed a modified path-goal concept, similar to Gouran's (1982) counteractive influence model. This modified path-goal approach emphasized that participants expect leaders to remedy path-goal problems.

After extensive data analysis, the question seemed miscast. Although the results supported the merits of the study's underlying assumptions, the findings suggested that the research focus was too narrow. The question emphasized the participants' expectations for corrective interaction management; the results indicated that the participants have much broader expectations of the leaders. Expecting corrective acts is only a partial and thus an incomplete explanation of their implicit leadership theory.

The pattern of results (drawn from the sequence of quantitative analyses and supplemented with descriptive profiles of the participants' interaction behaviors) suggested that an implied consent principle governs the leader-member transactions. This implied consent principle is a tacit, contractual agreement that the leader, by accepting the position, agrees to assume ultimate responsibility for path-management. In this view, the effective leader must produce interactionally appropriate behavior.

A set of propositions elaborated the implied consent principle. Each proposition, supported by the study's findings and related research, developed a feasible manifestation of the implied consent principle in the interaction.

A CASE STUDY: GROUP INTERACTIONS DURING A PENNSYLVANIA TEACHER STRIKE Order No. DA8327699

GOVE, SUSAN EDNA, PH.D. *University of Pittsburgh*, 1983. 138pp.

This case study focused on the affective domain of a Pennsylvania teacher strike that occurred a decade after the establishment of the Pennsylvania Employee Relations Act (Act 195), the law which gave teachers the right to bargain collectively and, under certain conditions, to strike. The strike was one of the longest and most bitter teacher strikes in the state's history. Through over 50 personal interviews and the collection of many documents, the study examined chronological events during the three year period prior to, during, and after the strike. Further, because personal dynamics play such a critical role in the negotiation process, this study examined perceptions of attitudes and relationships between and among teachers, administrators, school board members, and community members. Data were collected to determine the attitudes of members of each of these groups toward collective bargaining prior to and after the strike to determine if the strike had caused their attitudes to change. Additional information was gathered to assess any changes in work relationships that might be attrioutable to the strike. The dynamics that occurred within the district's teachers' organization nurtured their first serious teacher strike; that strike solidified the organization, enabling it to endure the extensive period of work stoppage. Further analyzed was the degree to which external forces (such as community groups, the news media, and involvement by state personnel) influenced the strike. Additional key focus was to determine possible mechanisms used to prevent the strike, and to speculate on what actions might have enabled its prevention. The study of this district's strike offers insight into the dynamics of a teacher strike, including intended as well as unintended outcomes.

AN INVESTIGATION OF COMMUNICATION TECHNIQUES UTILIZED BY SELECTED BOARDS OF EDUCATION WITH CERTIFICATED STAFFS Order No. DA8325030

HAMIL, DANNY DUANE, ED.D. *University of South Dakota*, 1983. 142pp. Director: Dr. R. V. Ellertson

Purpose and Procedures of the Study. The purpose of this study was to investigate what techniques selected boards of education utilize in fostering two-way communication with their certificated staffs as the board views: (1) informational needs they must give to the staff, (2) the informational needs they must receive from the staff, (3) the procedures utilized in the communication flow, and (4) the perceived effectiveness of those procedures.

The participants in this study consisted of the 100 members of the boards of education of the twenty local public school districts within the geographical boundaries of Area Education Agency 4 in Iowa. Each of the participants was asked to complete a survey questionnaire designed by the researcher and evaluated by a jury panel consisting of superintendents of schools of the five largest school districts in Iowa. Data from the questions in the instrument were generated by the returned questionnaires of sixty-five of the 100 board members which constituted a sixty-five percent rate of return.

Findings. In looking at priority policy areas about which boards of education feel it very important to give information to and receive information from their staffs, it was found that four policy areas are priorities for both downward and upward communication: curriculum development, policy development/revision, staff evaluation procedures, and salary.

In reviewing techniques for downward and upward communication it was found that of the five top-ranked techniques for both downward and upward communication, two of these techniques were cited by board members in both areas: (1) the administration meets with the staff through faculty meetings and (2) the board meets directly with the administration and a sample cross-section of the staff.

In looking at the techniques for both downward and upward communication it was found that two of these techniques were judged by board members to be very effective for both forms of communication: (1) the board meets directly with the administration and a sample cross-section of the staff and (2) the administration meets with the staff through faculty meetings.

THE RELATIONSHIP BETWEEN HOSPITAL COMMUNICATION AND THE COMMITMENT OF THE PHYSICIAN MEDICAL STAFF Order No. DA8327453

HEINE, RICHARD PETER, JR., D.B.A. *Memphis State University*, 1983. 112pp. Major Professor: Elmore R. Alexander, III

The major purpose of this dissertation was to explore the relationship between hospital-initiated communication and the organizational commitment of the physician medical staff. Hospitals depend, almost exclusively, on the commitment of their medical staff physicians to generate revenues by referring patients to the institution and to join in cost containment efforts. Other research has found several correlates between organizational communication and the commitment of incumbents. A pilot study in a large urban, non-profit hospital revealed that physicians perceive communication as originating from three hospital sources: general administration (chief executive, vice-presidents, etc.), medical staff administration (chief-of-staff, speciality, chairpersons, etc.), and nursing administration (floor nurse to heads of nursing services).

A questionnaire was administered, based on modifications to existing instruments, which asked physicians (1) the frequency which they perceived receiving different types of communication from the three hospital sources, (2) the strength of their agreement with statements designed to measure their commitment to the hospital, and (3) demographic items potentially significant in the study. Statistical analysis supported the internal validity and reliability of the instrument. Factor analyses results indicated that physicians may be subject to a "halo" effect when perceiving communication. For example, communication dimensions labeled "information/sharing", "direction", and "expression" were not factorially pure. Several communication factors correlated positively with commitment scores although the type of factor was generally different for each communication source.

The results imply that hospital management should take great care in communicating with physicians since many communication items were found to be positively related to the strength of physician feelings toward the hospital. The source of communication was found to alter the relationship between communication types and physician commitment. A communication strategy is suggested which may potentially influence physicians and assist administrators in maintaining or increasing patient referrals to the hospital by medical staff physicians.

RELATING COMMUNICATION TO THE ATTAINMENT OF ORGANIZATION GOALS: A STUDY OF ARMY MATERIEL PROCUREMENT OFFICE SUPERVISORS AND SUBORDINATES Order No. DA8400831

KIMMEL, HENRY STEVEN, D.SC. *The George Washington University*, 1983. 136pp.

Research on communication has centered on the elements of consensus--accuracy and agreement--as the essential ingredients to make communication a process. Such a process consists of a relationship between organization members who must share the information being communicated to achieve organization goals.

The research focuses specifically on 10 communication environments consisting of 10 supervisors and their 24 immediate subordinates located at three locations and exhibiting similar structured, sizes, goals and missions.

The investigation searches for proof of the postulate: Higher amounts of consensus between supervisors and subordinates on the four aspects of communication--procedure, content, climate and information load--should contribute to increased organization productivity levels.

A questionnaire designed for this study was used in the investigation of the 10 communication environments. Specifically, the responses of each of the supervisors and subordinates to the 24 two-part questions quantified the elements of consensus--subordinate accuracy, manager accuracy and agreement--between supervisors and subordinates on the four aspects of communication. This independent variable data was gathered at the end of the period associated with the accomplishment of the dependent variable, productivity, as measured by percent goal achieved and benefit/cost ratio. This latter data was provided to the researcher and corroborated by a secondary source external to the data's origin.

The computerized statistical analysis consisted of a Pearson product-moment correlation between each dependent and independent variable as well as an F test and regression analysis to examine the relationship between the dependent and independent variables. The data was analyzed to test the hypothesis that the organizations which exhibited larger amounts of accuracy and agreement (consensus) on the aspects of communication would be more likely to attain established organization goals.

The results of this study showed only mixed support for the postulate. Examination of the dependent variables suggested that uncontrolled differences between procurement offices may have been responsible for the failure to find the predicted relationships between independent and dependent variables. Both technological complexity and procurement risk were essentially uncontrollable. These results underscore the importance of developing standard ways of assessing organization performance as a prequisite for better understanding of the relationship between leadership and organization productivity.

PHYSICIAN AND WIDOW COMMUNICATION: A PHENOMENOLOGICAL INVESTIGATION

Order No. DA8325386

KREUGER, LARRY WILLARD, PH.D. *Saint Louis University*, 1983. 217pp.

This study is a phenomenological investigation of the experiences of the author in directing a research project on physician treatment of widows. The author focuses on his own experience and the experiences of a group of actresses who were hired to carry out a pseudopatient role.

The author analyzes both phenomenological and qualitatively derived data (obtrusive and unobtrusive audio tape recordings, field notes, and recollections) under the terms of phenomenological theory in order to show the strengths and weaknesses of phenomenological investigation. As a consequence of this phenomenological project, the author developed insights on the use of pseudopatients as a means of assessing physician-patient communication.

The author found that there were multiple and overlapping 'planes of meaning' during the research project which led to problematic answers to the phenomenological question, 'What is it that is going on here?' The author rejected traditional mathesis universalis assumptions underlying social science research and instead chose not to suspend doubt on the meaning of events in progress. The author came to see his own and the actresses' experiences in ways which suggest new applications of phenomenological investigation.

THE RELATIONSHIPS AMONG PRINCIPAL LEARNING STYLES, TEACHER LEARNING STYLES AND PRINCIPAL COMMUNICATION STYLE

Order No. DA8406214

LAFFEY, MARY ALICE, PH.D. *University of Missouri - Columbia*, 1983. 101pp. Supervisor: Dr. Jerry W. Valentine

Purpose. The purpose of this study was to analyze if relationships exist among principal learning styles, teacher learning styles and principal communication styles.

Sample Population. Two-hundred-fifty randomly identified middle schools from the central United States region of Colorado, Iowa, Nebraska, Kansas, Oklahoma, Missouri and Illinois were selected for this study. One-hundred-seventeen of these schools satisfactorily completed the instruments.

Procedures. Each principal and five teachers per school were asked to complete the Gregorc Style Delineator and Audit of Administration Communication Instruments. The Gregorc Style Delineator is a learning style self-assessment tool and the Audit of Administrator Communication analyzes the communication style of the principal.

Conclusions. (1) Concrete sequential is the predominate learning style of principals and teachers. (2) Rarely do principals or teachers have low strengths in learning channels. (3) Principals rate themselves higher on communication styles than their teachers rate them. (4) Principals exhibiting high strengths in the abstract random learning channel are also high on the encourager and affective involver dimensions of communication. (5) Principals with high strengths in the abstract sequential learning channel are not strong encouragers. (6) Principals perceive their overall communicative effectiveness to be higher than their teachers perceive it. (7) The ability of the principal to interact with teachers in a manner which promotes the affective involver dimension of communication is noticeably different for principals who exhibit high strengths in the abstract random learning channel.

INFLUENCE OF HUMAN RELATIONS TRAINING ON ADULT COMMUNICATION IN A HOSPITAL SETTING

Order No. DA8401146

LUTZ, MADELEINE ANNE, PH.D. *University of Missouri - Columbia*, 1983. 130pp. Supervisor: Dr. Ralph C. Dobbs

Purpose. The purpose of this study was to ascertain to what extent six-hour human relations training influenced the communications patterns of hospital employees according to the selected variables of educational level and job classification.

Procedures. The data used for this study were collected from University of Missouri-Columbia Hospital and Clinics employees. The research design was a quasi-experimental, non-equivalent control group. The experimental group was comprised of 181 employees were assigned to training, or participated on a voluntary basis. The control group included 34 employees. The Interpersonal Communication Inventory (ICI) measured the participants' responses on the dependent variable. The experimental group completed the ICI as a pre-, post- and post-post response. A pre- and post-post ICI were administered to the control group.

Findings. The data in this study were analyzed by a one-way analysis of variance, paired sample t test or randomized complete block analysis of variance. The results indicated the following: there were significant differences in ICI mean scores from the beginning to the completion of six-hour training. Significant scores also resulted on the pre- to post-post tests for the experimental group. The control and experimental groups did not have significant differences in scores.

Conclusions. The communication patterns of hospital employees can be positively changed through an effective six-hour human relations training program. The positive change in communication

patterns is maintained by the employees for at least a four-week period after receiving the training.

Recommendations. Hospital administrators who are interested in improving patient-staff communication should implement communication training programs. To maximize the transfer of training, top management must support training and encourage supervisors and managers to attend the programs, to increase their own skills and to assist staff in applying what was learned. Additional studies are necessary to investigate variables which affect training including: educational level, job classification, sex, length of service, age, voluntary versus assigned participation, short-term and long-term training and communication apprehension.

DIMENSIONS OF SUPERINTENDENT-TO-PRINCIPAL COMMUNICATION PRACTICES IN SELECTED SCHOOL CORPORATIONS IN INDIANA

Order No. DA8328105

RAPACZ, DANIEL CHESTER, ED.D. *Indiana University*, 1983. 228pp. Chairperson: Dr. Leonard L. Gregory

Problem. The purpose of this study was to identify superintendent-to-principal communication practices used by successful superintendents when communicating with principals in their school district.

Source of Data. The data for this study were gathered through interviews with fifteen selected superintendents and through questionnaires sent to principals in the school systems of the selected superintendents.

Methods and Procedures. The researcher prepared a numerical list of all Indiana public school superintendents according to student enrollment. The list was then divided into three size categories: (1) those districts with a student population of under 2,500; (2) those districts with a student population between 2,500 and 9,999; and (3) those districts with a student population over 10,000. A panel of experts, knowledgeable about the superintendents in Indiana, was then formed. During each meeting with the three panelists the list of all of the superintendents in Indiana, broken down by student enrollment into the three size categories listed above, was given to the panelists. It was explained to each panelist that any criteria they wished to use as determining factors of success could be used. This was done in order to avoid eliminating any factors which might contribute to a superintendent's success. The panel of experts identified thirty successful superintendents. Ten superintendents were identified in each of the three size classification. The researcher then proceeded to telephone each of the 15 superintendents to arrange an interview appointment. The interview consisted of 15 questions, most of which were adapted from components in Campbell's (1958) "human link" in communication. A letter was presented to each superintendent, addressed to the principals in their district, following the interview acknowledging their participation in this study and requesting the cooperation of the principals within the district to fill out a questionnaire which would be sent to them in the mail. Data from superintendents' responses were analyzed according to student enrollment size classification. Principals' questionnaires were analyzed according to school size classification and according to school type, i.e., elementary, junior high/middle, and high school. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

POLICE-MEDIA RELATIONS

Order No. DA8328356

REESE, WILLIAM LEON, ED.D. *Pepperdine University*, 1983. 181pp. Chairperson: Dr. Roy Adamson

Statement of the Problem. The purpose of this study is to assess police-media relationship and to suggest solutions to police-media problems.

The literature, especially books, is limited. Published information was derived from newspapers, police texts, unpublished academic papers, and professional journals.

The U.S. Constitution, federal statutes, state and local laws, and case law set the rules of behavior in the relationship between police and media. The law restricts what information flows from police to media and vice versa.

Procedure. Data were gathered from the personal interviews, from participation in media "ride-a-long" programs, and from a mail survey.

One hundred thirty-eight questionnaires were sent to California police chiefs. Seventy-five percent were turned.

Questionnaire data were reduced and analyzed by use of the Statistical Package for the Social Sciences.

Findings. Media policy varies between departments, reflecting such factors as candor, distortion, retribution, objectivity, trust, and compromise. It takes form in police manuals, training bulletins and operating procedures. Policy is often influenced by media and public behavior.

Findings from survey respondents identified factors that, statistically, explain the perceived quality (good or bad) of the police-media relationship.

The relationship between media and the police is largely determined and judged by the role media is assigned in a society. The police-media relationship varies greatly among societies. The role that media is assigned in a free society is much different from that assigned in a controlled one, which leads to the issue of cooperation versus adverseness.

This study started with one assumption; namely, that cooperation between police and the media is a virtue. That assumption came into question, however, when the only models of a highly cooperative police-media relationship were found in totalitarian states, and not in the western democracies. The adversarial role places the media in the position of watchdog, gatekeeper, ombudsman, and monitor and serves as an incentive for police to behave in a lawful, responsible, and humane manner.

VERBAL INTERACTION ANALYSIS AND PERSON PERCEPTION IN COUNSELOR SUPERVISION

Order No. DA8405698

RICKARDS, LARRY DAVID, PH.D. *University of Maryland*, 1983. 151pp. Supervisor: Mary Ann Hoffman

This study explored the relationship between verbal interaction in supervision and perceptions the counselor trainee formed about the supervisor. Twenty practicum supervision dyads, using beginning M.A. level practicum students and their practicum supervisors, were audio-taped during one supervisory session. The supervisor's and counselor trainee's verbal interaction in supervision was rated and analyzed using the fifteen categories of the Blumberg system. The scores were correlated with the trainee's perceptions of the supervisor on the interpersonal influence characteristics of expertness, attractiveness, and trustworthiness, as measured by an adaptation of the Counselor Rating Form, termed the Supervisor Rating Form. Thirty-three Pearson correlations between the two measures were calculated, with 5 comparisons reaching the .05 level of significance on a two-tailed test. Significant relationships were found between the supervisor giving of opinions and the characteristic of expertness; the trainee asking for information, opinions, and suggestions and the characteristic of attractiveness; and trainee negative social emotional response and the three characteristics of expertness, attractiveness, and trustworthiness. It was concluded that a moderate relationship exists between verbal interaction in supervision and perceptions formed about the supervisor. The procedure of stepwise multiple regression was used to predict perceptions about the supervisor. Expertness and

trustworthiness were predicted by the Blumberg categories of supervisor criticism and trainee negative social emotional response. Attractiveness was predicted by the categories of supervisor use of criticism, use of trainee's ideas, giving of opinions, use of praise, asking for suggestions, and trainee asking for information, opinions, and suggestions. Due to the ratio of the number of independent variables to subjects the results cannot be taken as truly predictive. The implications of the correlation and multiple regression results for supervision and research were discussed.

VARIATIONS IN THE PATTERNS OF RESPONDENT EXPRESSIONS OF RELATIONAL CONTROL AS A CONSEQUENCE OF DIFFERENCES IN RHETORICAL SENSITIVITY AMONG THE MEMBERS OF DECISION MAKING GROUPS Order No. DA8328191

RYBACKI, DONALD JAY, PH.D. *The University of Nebraska - Lincoln*, 1983. 155pp. Adviser: Vincent DiSalvo

Rhetorical Sensitivity describes the attitude toward encoding related to need satisfaction. Nonsensitive persons, termed Noble Selves or Rhetorical Reflectors, are believed to concentrate on satisfying their own needs, or those of others, while Rhetorically Sensitive persons search for means of mutual need satisfaction. This research attempted to determine if this attitudinal difference was behaviorally manifested.

Subjects were administered RHETSEN II, a scale measuring their attitude toward encoding, and assigned to five or six-person groups. Groups set and met goals over a five week period, during which their meetings were tape recorded. Because relational control is both a significant interpersonal need, and is reflected in the sensitivity concept, the system for coding behavior categorized messages into one of three control vectors: up, a message to gain relational control; across, a message to neutralize control; or down, a message to yield control. Data were matrixed by speaker and vector, and analyzed using a Minimum Information Discrimination Statistic.

Six groups were studied. In four, individuals who differed in rhetorical sensitivity differed in their behavior. In the others, conflict over control of relationships occurred and differences in behavior were not observed. In three of the four groups in which differences in behavior were observed, they were consistent with differences in rhetorical sensitivity among group members.

Noble Selves, sensitive persons, and Rhetorical Reflectors differed from each other in three major ways. First, Rhetorical Reflectors were more willing to place control of relationships in the hands of others. Second, Noble Selves engaged in more symmetrical behavior, while Reflectors established more complementary relationships. Third, sensitive persons and Rhetorical Reflectors are more adaptive to differing circumstances than Noble Selves.

The primary limitation on these conclusions is imposed by questions about the reliability and validity of RHETSEN II. Future research must resolve these questions.

COMMUNICATION PATTERNS, COMMITMENTS, AND SATISFACTIONS OF FACULTY IN A GEOGRAPHICALLY-DIVIDED MULTICAMPUS UNIVERSITY Order No. DA8327618

UNCAPHER, BARBARA W., PH.D. *University of Pittsburgh*, 1983. 258pp.

This study explored the relationships between and among communication patterns, commitments, and satisfactions of branch and central faculty in a geographically-divided main-branch multicampus university.

Data were gathered by questionnaires mailed to Liberal Arts faculty from eight selected departments in a large public university in the northeast. Data were analyzed using a battery of standard statistical techniques including chi square, t-tests, analysis of variance, and Pearson correlations.

Vertical communication frequency between faculty and administrators was comparable to message flow between superiors and subordinates in other formal organizations. Significant differences were found between branch and central faculty in the frequency, form, and content of vertical messages with key administrators. Central faculty received and sent more messages and had more face-to-face interaction. For branch faculty, vertical frequency did not vary significantly as distance from the central campus increased.

Three types of commitment were measured. Branch and central faculty differed significantly on "locational commitment" but not on "faculty role commitment" or "institutional commitment" (commitment to the university).

Branch and central faculty differed significantly on "institutional satisfaction" (working conditions), "individual communication satisfaction," and "satisfaction with reward system criteria." No significant differences were found between the groups in "reward system satisfaction," "group communication satisfaction," or "information satisfaction." Perceived information adequacy (satisfaction) was significantly related to institutional satisfaction, group communication satisfaction, individual communication satisfaction, reward system satisfaction, and communication frequency between faculty and key administrators.

Multiple regression analyses were performed for each of the major variables in the study in order to explore interactions between key variables and other selected variables. The regression also provided a number of research hypotheses for future investigation.

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